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Alumnus

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Alumnus

Southern Illinois University / March, 1968



The student teacher

Alumnus

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ROBERT G. HAYS '61 Editor

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Honorable & Mentionable...

The United States Public Health Service has predicted a nationwide shortage of 40,000 physicians, 30,000 dentists, and 100,000 nurses by 1975. And, it went on to warn, simply increasing the supply of health manpower over the next few years will not be enough.

The Health Service's report, *Health Manpower Perspective: 1967*, notes an equally urgent need "to make the best use of the resources which are available." Among other things, it urges continued experimentation in medical education programs and recognition of the need for continued education of health professionals beyond graduation.

Elsewhere in this issue of *Alumnus* you will find the text of SIU's proposed new plan for medical education in Illinois, prepared at the request of the state Planning Committee for Education in the Health Fields. By daring to make this forward looking proposal, the University has taken the lead in offering Illinois the kind of medical education which will be essential if such pressing needs as those outlined by the U.S.P.H.S. are to be met. The proposal deserves most serious consideration.

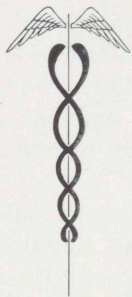
—R.G.H.

Alumnus

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Student Teaching An average 1,700 SIU student teachers now are going into public schools throughout Southern Illinois and the Chicago and St. Louis areas every year. Their "professional quarter" is the subject of an *Alumnus* feature beginning on the next page. Photographed by Charles Culley.



Medical Education Southern Illinois University's jet-age blueprint for medical education in Illinois, offering a diffused system to replace the classical medical school pattern, has been offered to state education planners. For the information of alumni, the SIU proposal is presented in this issue, beginning on page eight.



Deadline Sports With the able assistance of Fred Huff, SIU sports publicist, *Alumnus* begins with this issue a new and regular feature, "Deadline Sports." The new format will allow us to bring you last minute sports information, to be coupled in the future with regular sports features. See page 18.

Also in this issue: News of the Campus, *page 15*/Alumni, here, there, *page 22*/Great Teacher Special, *page 28*.



Barbara Rogers, SIU senior from University City, Missouri, served her "professional quarter" at Winkler School in Carbondale.

Miss Rogers works with small reading group in the first grade class to which she was assigned as a student teacher.

The Student Teacher

Just as a child learns to walk—one step at a time—so the teacher learns to teach. This, greatly over-simplified, is the philosophy under which hundreds of young men and women go out from SIU every year in their "professional quarter" and work with cooperating public school personnel as student teachers.

Importance placed upon this experience by the University is indicated by the dramatic charge to the classroom teacher with whom the student is to work:

"You should develop in student teachers a sufficient competency to take over a classroom with reasonable skill, to possess confidence and poise, to have assurance in working with students. But most of all, you should lead student teachers to feel that they are now a part of a profession where learning never ceases and where they need all the imagination and creativity that teachers can muster. . . . You are assuming one of the highest responsibilities within the teaching profession."

Although SIU is no longer an institution geared primarily to teacher training, this phase of the instructional program has expanded along with the rest of the University. In 1966, the American Association of Colleges for Teacher Education listed SIU as the third leading

producer of initially certified teachers during the previous year among all the nation's colleges and universities. Only Michigan State University and San Jose State College in California had turned out more teachers than the 1,328 produced at SIU.

In the most recent AACTE report, published last fall, totals for the Carbondale and Edwardsville campuses were listed separately. Even so, SIU at Carbondale was shown as the 21st largest producer of teachers in the nation in 1966.

In an average three-quarter period the University now sends forth 1,700 students into scores of Illinois and Missouri public schools as student teachers. Those from Carbondale teach in sixty-one schools throughout Southern Illinois as well as the Chicago city schools and five in the Chicago suburban area. The University has found it necessary to add two full-time resident student teacher supervisors in Chicago.

University School, once the hub of student teaching activity but now being phased out, is reserved for those students with special needs. For example, a student with a physical problem who already has entered a program of physical therapy at the Clinical Center on campus





As a major in early childhood education, Miss Rogers is prepared to work with children from kindergarten through the first three grades. Helping her young pupils to learn to count by ten's is one of a variety of responsibilities she is given.

but who eventually will be able to assume a normal teaching position would be assigned as a student teacher to University School.

For others, student teaching assignments may come anywhere within an area stretching from Cairo on the south to Olney or Vandalia on the north—or in the Chicago area if they plan to teach in a larger city.

Assignments are made by a committee in the student teaching department, which tries to meet the location request of the student if it is felt to meet his best interests. With the large number of students wanting assignments of their own choice, however, it is frequently impossible for their desires to be met by the committee.

Once assigned, the students are urged to live during the "professional quarter" in the community where their school is located.

"There are many advantages to students who want to learn how to become masterful teachers by seeing children and studying them in settings other than classroom situations, such as noontime, after school, at extra-class activities, and in the community affairs over the weekend," advises a booklet prepared by the student teaching department.

For Edwardsville campus students, the situation dif-

fers somewhat. Director Leslie J. Wehling estimates there are 200 public schools available for the student teaching program within thirty miles of campus. Students are assigned regularly to this area, which includes St. Louis and St. Louis County.

"Our student teachers are commuters," Dr. Wehling explains. "They all return to campus for a seminar meeting once a week."

Dr. Charles D. Neal, director of student teaching at Carbondale, explains the growth of the program into Chicago schools:

"We felt a particular need for developing a student teaching center within an area where most of our students from the northern part of the state eventually would teach," he says.

"Obviously, there is a great difference in the size of the school in the urban area, as well as in customs and mores of the people in the community. The student needs to spend his 'professional quarter' in a school which is as near as possible to the kind where he expects to take a teaching position."

The whole student teaching program, in fact, is coming more and more to offer the student a true internship experience. It would be ideal, perhaps, if the student could spend his "professional quarter" in the actual school in which he later would accept a teaching post.

This does happen frequently. One Southern Illinois town in recent years had a dozen teaching vacancies at one time in one school. Eleven of these were filled by SIU graduates who had done their student teaching there.

"This is of benefit to the school as well as to the student, of course," Dr. Neal says. "The school has had an opportunity to test the teacher before actually hiring him. Many school administrators keep files on their student teachers. When they have vacancies in future years they contact those who did the best job for them and offer them first chance at the openings."

SIU's student teacher program of today is hardly recognizable in comparison with that of only twenty years ago. At that time, with about sixty-five students a quarter in such training, most did their student teaching on campus in the University School in Allyn Building (Pulliam Hall was not yet built). The student teaching program was built around their class schedules, and sometimes spread over two or three terms.

The SIU student teaching program has changed in other ways as well. The professional training of the students *before* they enter the classroom for the first time as teachers has grown more demanding. In an increasing number of teacher training courses, the laboratory experience approach is being tried. Teachers in these courses use their own students as teaching aides, and students are exposed to the public school classroom as

The actual amount of time that a student teacher is

CONTINUED



As a student teacher, Miss Rogers works under close supervision of her cooperating teacher, Mrs. Elaine Toler, seated, and the Winkler principal, Larry Drake '62, M.S. '66.

"The longest day of my life . . ."

completely responsible for an entire class depends upon the judgment of the cooperating classroom teacher, whose first responsibility of course is to his own students. It is expected, however, that the student teacher be permitted as the situation warrants to assume gradually more and more of the daily classroom responsibility until finally gaining full-day experience.

Once the student is assigned to a public school for his "professional quarter," he is expected to maintain a schedule comparable to that of the regular classroom teacher with whom he works. He is required to attend all meetings and participate in all activities required of his mentor. There are no "cuts" in student teaching.

Other requirements may vary in accordance with the particular teaching field for which the student is preparing. In vocational agriculture, for example, the student teacher is expected to visit the homes of students after school hours to observe supervised farming programs. He also is expected to attend such evening sessions as meetings of the FFA and adult farmer classes.

All students must have at least twelve quarter-hours of professional education courses prior to their student teaching, in addition to specific requirements of their specialty. Other prerequisites vary.

Students majoring in early childhood education (kindergarten through third grade), for example, must have had such courses as educational or child psychology, reading methods, and kindergarten-primary methods; must be approved in "class piano," and must have had a specific course in secretarial and business education.

For elementary or secondary teachers, much of the training is in the hands of respective departments outside the College or Division of Education. A student planning to teach high school chemistry will find much of his preparation outlined by the chemistry department, while the prospective social science teacher is trained primarily through other academic units.

Among other things, this places a premium upon cooperation between the student teaching departments and other units of the University. One reason the system works so well is that many departments have faculty representatives assigned quarter- to half-time as supervisors of student teacher programs. These departmental supervisors work not only with the student teaching departments but also with cooperating public schools and teachers who use student teachers in their areas of specialization.

Such departments supervise their own student teacher preparation programs to great degree, and also offer the professional methods courses required prior to student teaching experience.

Such cooperative measures are taken not only among the various departments, but also between the two SIU campuses. If a student at Carbondale wishes to do his student teaching at a school in the area where those from Edwardsville normally serve, he is turned over to the Edwardsville campus department for assignment and supervision. The reverse also is true.

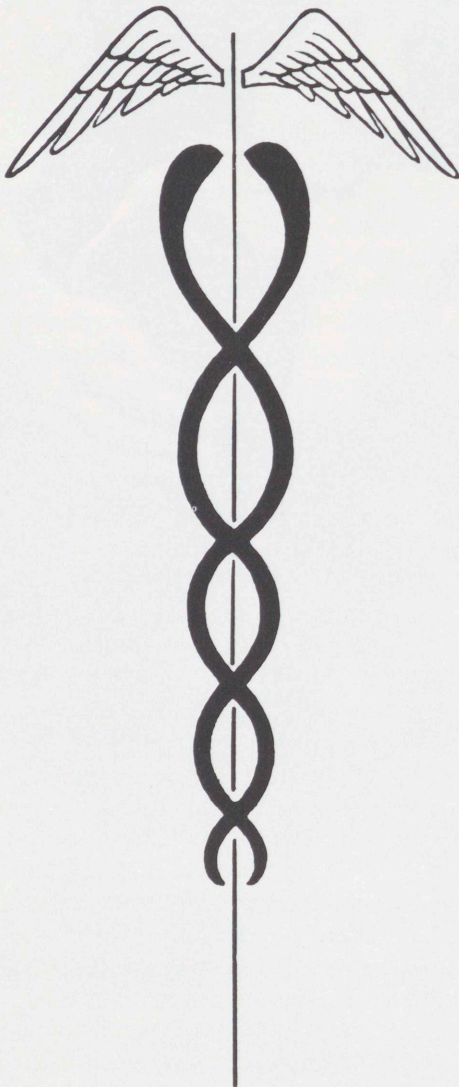
Although such inter-departmental and inter-campus cooperation in the training of teachers can add to the already heavy administrative load of student teaching department personnel, those concerned feel it is essential to production of the best trained teachers possible. And continuation of such training is their goal.

No matter how well prepared the student may be for the experience, however, the thought of actually going into the classroom as a teacher for the first time can be disturbing. As one student expressed it, "That first day was the longest day of my life." □

Even "show and tell" time goes better with a helping hand from Miss Rogers.



Education for the Health Professions: a Plan for Innovation



FOREWORD *In response to a request by the Planning Committee for Education in the Health Fields, Southern Illinois University is pleased to offer its proposal for the further development of education in this area. Located as it is in downstate Illinois and with a strong commitment for the development of its service area, it is not surprising that this proposal contains a major element of regional involvement. The University's tradition also is one of breaking with conventional educational patterns and this also is reflected in a proposal for both curricular reform for medical education and the development of new career patterns for health education. This is clearly not a finished proposal ready for implementation; it is hoped it will be a springboard for significant change in education for the health professions to the benefit of all the people of the State of Illinois.*

ROBERT MACVICAR
VICE PRESIDENT FOR ACADEMIC AFFAIRS

Introduction

At a period in which the demand for professional manpower for all segments of our society is rapidly increasing, and when due to various factors these demands are especially urgent in the field of health personnel, it is believed important to consider a different pattern for medical education. Especially when the opportunity presents itself to organize and develop a new school of medicine, this should be a challenge to develop new and different approaches. The delay in the state of Illinois in establishing expanded state supported facilities for the education of physicians can be regarded as providing an unusual opportunity, coming as it does at a time when medical education is in transition from the

conventional pattern. A new system of medical education can make a contribution not only in the state of Illinois but nationally and internationally if it can introduce into the system for the education of health personnel, including physicians and surgeons, new and experimental approaches which, without diminishing the quality of the product, are more in keeping with both social needs and institutional resources.

In reviewing the situation which exists at the present time, several factors emerge which should dominate the development of any expansion in the state supported program of medical education in Illinois. We believe the most significant of these to be:

1. The acceleration of secondary school education with the production of better qualified college entrants.
2. The capability of the universities offering doctoral programs in the biological and behavioral sciences to significantly contribute to medical education.
3. The availability of substantial under-utilized and unutilized capability in Illinois hospitals for the clinical components of medical education both in the professional years, during the post-graduate period, and for the continuing in-service education of health service personnel.
4. The changing nature of the practice of medicine, with increasing necessity for the continual up-dating of physicians in practice.
5. The significant involvement of the federal government both in the pattern of financing of health care for the indigent and through the creation of a national system of "regional medical centers."

It is believed that one of the important factors needed for the development of modern programs of education in medicine and indeed for all the professions is that there has been a very rapid improvement in the secondary schools of the United States in the last fifteen years. Qualitatively the high school has reached up to the first year of college and has introduced many of the concepts previously reserved for collegiate education into the secondary school curriculum. It is quite true that at the present time, especially in certain areas, concepts are being introduced even at the elementary level which were not mentioned until the student was a graduate student perhaps not more than twenty years ago. This process has produced a product and will increasingly produce a product as a high school graduate fully capable of dealing with a more sophisticated curriculum than would have been the case previously. Especially is it the conviction of the Southern Illinois University that the general education of high school students is far superior at the present time to what it was a decade ago. Students are reading far more widely. The impact of the mass media, especially television, is very substantial, and students are arriving in college

far more broadly educated and far more cultured than was the case previously.

A second factor which must be considered in organizing the academic program for any professional group is the need to accelerate formal education for entry into the professions in order to keep pace with the exploding knowledge situation. The most obvious solution to this problem and one which has been extensively used in the past is simply to extend the educational process by adding additional years of study in order to permit the student to have time to accumulate a greater fund of information. It is our conviction that this process has already gone far enough and indeed must be reversed. The educational pathway for the prospective physician and surgeon is already so long that he is usually in his early thirties before he assumes his first major permanent assignment.

The third factor which must be considered is that the nature of medical practice is rapidly changing. It is estimated that approximately eighty-five percent of all medical graduates go into residency training. Clearly the pattern of medical practice in the last third of this century is rapidly changing from that of a single general practitioner to various types of group practice and specialization. There seems no evidence whatsoever that this trend, which has been accelerating in the recent past, is likely to be reversed. It is already gone so far that it would appear that the pattern for medical education has been reasonably well established for the next twenty-five years as one in which specialty training will be essentially a component of the educational process for all doctors.

Growing out of the changing nature and character of medical practice is the development of an increasing number of regional medical centers in communities which historically provided only limited specialty care and treatment. This process is unquestionably likely to be accelerated by the national program for the location of centers of patient care for heart, cancer, and stroke diseases. This pattern, once clearly established, would seem logically extended to include all of the problems of medicine and health and not be limited to these three major causes of death.

Looking at all of these implications, the Southern Illinois University proposes that the medical education of the future should be so constructed as to share the formal responsibility with the universities in the pre-professional years and the regional medical center and other agencies offering appropriate post-graduate training. It would be anticipated that by this sharing process the cost of medical education would be diminished both to the student and to the public without deleterious effect on the quality of the product. Participation in medical education would strengthen biology and the

behavioral sciences in the universities on the one hand, and would provide a standard of excellence for the regional medical centers on the other. This involvement would strengthen the entire fabric of medical education, both pre- and post-professional.

The Southern Illinois University believes this is the strategical time for the state of Illinois to undertake a different pattern of medical education. The pattern of medical education has been less responsive to the changing situation than circumstances require. Expanded state supported medical education must be provided *now* and it should not be merely an expansion of numbers by a traditional educational approach. Rather, a "systems" approach must be used to develop a new pattern, involving the qualified universities of the state, public and private, and regional medical centers, both in Chicago and elsewhere in the state. The following outline suggests one possible alternative program which recognizes the needs of the future and the potential of the entire complex.

New Medical Curriculum

It is proposed that the pattern for the education of doctors be modified as follows:

PRE-PROFESSIONAL (TWO YEARS). This component would include the first two years of college (lower division) and would include a sound general education (humanities, fine arts, social sciences) and appropriate pre-professional courses in the physical sciences, biology, mathematics, and the behavioral sciences. It is assumed that students aspiring to medical careers will have graduated from a modern college-preparatory high school program and will rank in the upper deciles on academic aptitude. They should, therefore, be able to attain at the end of their two-year pre-professional program the same level of competence which has been historically required by the completion of three years of college study.

INITIAL PROFESSIONAL (TWO YEARS). This component would require a formal admission process and a "professional commitment" to a career in the health sciences by the student. The admission process would be as demanding in determining academic aptitude and likelihood of success in formal education as the current admission to medical school; less emphasis would be placed on personal characteristics, since the options open to the student after graduation with a baccalaureate degree would be varied.

The upper division segment would include a continuation of the student's general education, the development of greater depth in the biological and behavioral sciences basic to further education in the health fields, and those subjects currently presented in the first year

of a conventional medical curriculum (biochemistry, bacteriology, physiology, anatomy, histology, and an introduction to pathology). At the conclusion of this segment of the curriculum, the student would be prepared to enter a conventional medical or dental school at the sophomore year (if he so desired and the admission policy permitted), or to proceed to the next stage of his education for a career in the health field by a variety of tracks.

Most of the students pursuing such a "health career" baccalaureate degree would continue their education as follows:

1. Admission to the next phase of medical or dental education in an institution which has adopted the "new curriculum."

2. Admission to a graduate school for study toward a M.S. or Ph.D. in a science related to the health fields.

3. Admission to a school of nursing, school of public health, school of social work, or similar school of study for a professional degree related to health.

4. Admission to a program yet to be clearly defined for the preparation of medical aides, a new category of para-professional personnel to meet the needs for an intermediary professional person between the public and the corps of medical specialists.

CLINICAL PROFESSIONAL (TWO YEARS). The next phase of medical education would consist of two years of an integrated educational experience designed to produce a neophyte physician. The emphasis would be on those experiences in the clinic, the hospital, the autopsy room, and the clinical laboratory which confront the student with the reality of human disease and equip him with the basic understandings needed to cope with his role as a doctor and a member of the health team.

It would be envisaged that there would be less emphasis on formal class instruction by the lecture method and more emphasis on clinical experiences and seminars. In view of the fact that the rapid rate of change in medical practice out-dates much of what is taught in conventional "courses" in medicine and surgery the emphasis in formal class instruction would be on further elucidating and illustrating the *principles* involved. This would free the student from much of the routine instruction inherent in the current pattern, much of the content of which is out-dated by the time it is presented, and which is often presented in contradictory fashion depending upon the specialty.

Exposure to patients in the hospital, clinic, and offices of practitioners would begin at the outset of this phase and would continue throughout. There would be the traditional close association of medical students, house officers, and physicians in practice which in the classical medical curriculum is reserved for the senior

year and the internship. The student might well choose in this phase the specialty he would later follow and to some degree the decision might influence the experiences received. In general, however, these two years would be regarded as an *integrative* experience—putting together the basic scientific knowledge, the clinical sciences, the *practice* of medicine.

Admission to the professional years would presumably be by examination and interview as is presently the case. There would, however, need to be very careful articulation between the university-based upper division component and the clinical-based component, both with regard to content and level of competence required. The rate of admission to the initial professional years would, in all the universities serving the state, need to be controlled by the space available for the clinical years. All institutions offering the initial professional component and the institution controlling and supervising the clinical component would need to be interlocked through a mechanism which could provide curricular articulation and the maintenance of uniformity of standards.

FINAL PROFESSIONAL (ONE YEAR). The final year of the new curriculum would be varied depending upon the needs and interests of the students. For those few students who felt that general practice was appropriate, the final year might approximate the current rotating internship in a hospital selected by the student and the institution. For those who had decided upon a specialty, the final professional year would encompass more intense study of and experience in the area of specialization; this might well combine part of the year spent in a research-oriented faculty (not necessarily part of the state supported system) and part in a clinical setting. Students interested in careers in medical research would return to an approved university (either public or private) and enter upon a correlate final year of medical study and initial year of graduate school with the view of earning a M.S. and/or Ph.D. degree.

At the conclusion of this final year in a successful fashion, the M.D. degree would be conferred by the institution controlling the medical education and the graduate degree (if earned) by the appropriate university, either public or private.

This proposal curriculum will shorten the time and space for the conferring of the M.D. degree by one year and to the completion of a total program by two years. It will, of course, require changes, not only by universities and colleges and by clinics and hospitals but by boards of licensure and by various specialty boards as well. It is, however, a *feasible* and *achievable* program. It will add two years to the useful career of every physician and this alone will increase medical manpower by approximately six percent if adopted

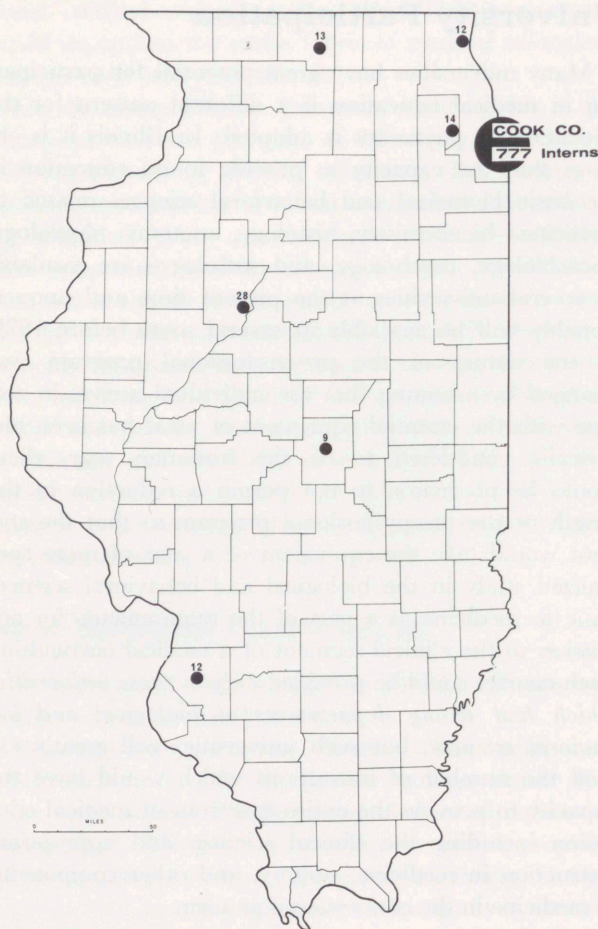
throughout the United States.

University Participation

Many universities have great potential for participating in medical education if a different pattern for the education of physicians is adopted. In Illinois it is obvious that the capacity to provide sound education in the basic biological and behavioral sciences related to medicine—biochemistry, histology, anatomy, physiology, microbiology, psychology, and sociology—are available in several universities at the present time and unquestionably will be available in several more before 1975. If the nature of the pre-professional program was changed by assuming that the individual arrives in college with the essential equivalent of what has been historically considered to be the freshman year, there would be no reason to not permit a reduction in the length of the pre-professional program so that the student would take the equivalent of a year of more specialized study in the biological and behavioral sciences basic to medicine as a part of the requirements for admission to the clinical segment of a medical curriculum. Such courses could be provided *only in those universities which had strong departments of biological and behavioral sciences*, but such universities will greatly exceed the number of institutions which would have the capacity to provide the entire spectrum of medical education including the clinical sciences and appropriate instruction in medicine, surgery, and other components of medicine in the conventional pattern.

It is desired to emphasize that in order for this plan to succeed the universities offering the courses in the biological and behavioral sciences basic to medicine would have to have a substantial graduate capability and that the courses in question would be of comparable quality to that currently offered in the first year of graduate school or the present first year of a conventional medical school curriculum. It is believed, however, that this is entirely feasible and that several such institutions now exist and would be happy to participate in the professional training of doctors in the pattern being here proposed. Their participation would permit the involvement of a substantial number of additional institutions in the entire process of medical education and would provide strength to their activities in the preparation of para-medical personnel in which many of them are currently involved. Moreover, the cost would be *marginal* since a relatively few students would be added to a number of institutions rather than the expanded numbers being concentrated in only one. Thus existing laboratories, existing faculty, existing resources of all kinds could be mobilized to expand the medical manpower training program of the nation at a time

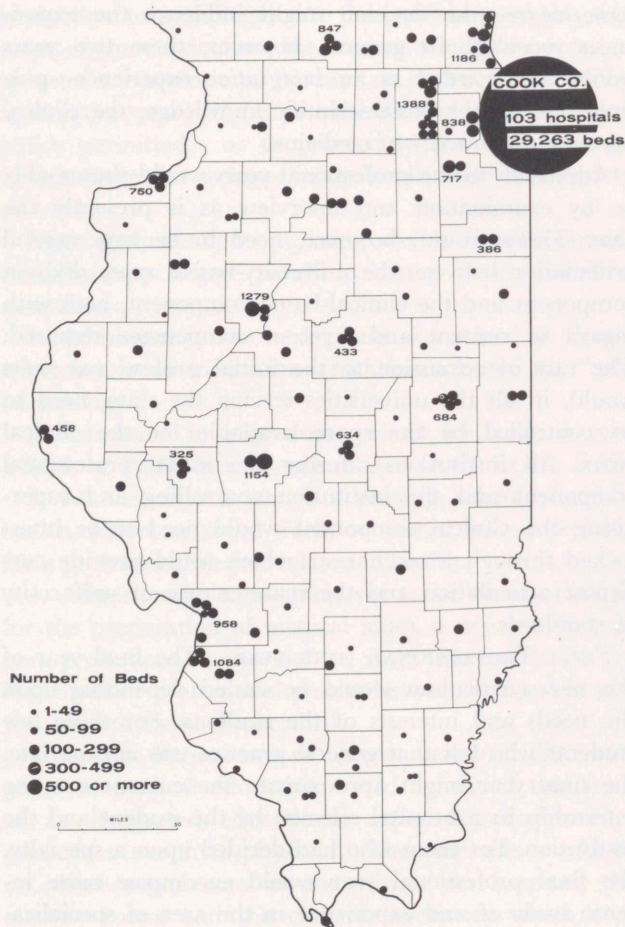
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when it is clearly impossible to expand the medical schools at a rate fast enough to provide for the anticipated demand for well qualified doctors.

In Illinois at the present time it is clear that the University of Illinois at Champaign-Urbana and the Southern Illinois University at Carbondale both have sufficient capability to undertake this particular responsibility immediately. There is every reason to expect that Northern Illinois University and Illinois State University, committed as they now are to the development of doctoral programs in the sciences, will soon have an appropriate capability, if indeed it does not already exist. The University of Illinois at Chicago Circle and the Southern Illinois University at Edwardsville are both developing programs in the biological and behavioral sciences appropriate to participation in such a program of medical education at a still later date. If an appropriate charge were given to this group of institutions it would be possible for all of them by mid-1970 to be prepared to undertake an appropriate share of the task of medical education. The involvement of several universities in the task of medical education will not only con-

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tribute substantially to the expansion of medical education at minimal expense, but also it will significantly contribute to the development of educational programs for the various para-medical professions—nursing, medical technology, X-ray technology, etc.—a substantial portion of which should be conducted under the supervision and direction of the state supported universities and colleges of Illinois.

Regional Teaching Hospital

Essential to the provision of better medical care to the people of Illinois is a diffused system of medical education. It cannot be expected that the development of medical education in regional hospitals outside the city of Chicago will proceed vigorously without encouragement and support. It is also completely unrealistic to expect a single state supported medical center located in Chicago to provide adequately for the development of medical education—professional, post-graduate, and continuing—throughout the state. There must be created a state-wide system of interlocking units com-

posed of universities, regional hospitals, and a central research institute. In this scheme the regional hospitals (major medical facilities in the city of Chicago are for this purpose classified as a "regional" hospital) constitute the critical element, a very substantial portion of which is now being under-utilized in providing *education and training* for the health professions.

Even a casual examination of the dispersion of hospital beds throughout the state of Illinois shows that there are outside of the city of Chicago several cities that qualify as major regional medical centers at the present time (Rockford, Peoria, Springfield). A second group have less extensive general medical care facilities but also qualify as regional medical centers (suburban Chicago, Quad-Cities, Quincy, Bloomington, Decatur, Champaign-Urbana, St. Louis metropolitan area in Illinois, Carbondale). At the present time the utilization of these facilities for education for the health professions is highly restricted. Only a few hospitals have a house officer program for physicians; most are not seriously engaged in the education of para-medical personnel. This is a *substantial* resource which must begin to play in the 1970's an appropriate role in professional, post-graduate, and continuing medical education. There is clear evidence that in the major medical centers (Rockford, Peoria, Springfield) there is willingness to do so by virtue of the activity of the medical profession, hospital administrators, and community leaders in presenting their respective cases before the Commission as sites for a medical school of the conventional sort. Although none of these cities *alone* would provide a maximally desirable environment, collectively they constitute a *major* resource *already in existence*. Proposals to duplicate these facilities at state expense elsewhere in the state fail to recognize the urgency of present demands for expansion of opportunity for education for medical and para-medical professional careers. Existing hospitals and medical staffs can, moreover, expand their activities into medical and para-medical education at *marginal* cost.

There is no reason to gloss over the many and varied problems that this proposal would elicit. Some hospitals would be unwilling to meet the rigid standards of medical care required of them. In other cases the local medical societies might find themselves unwilling to face up to the demands for quality that the presence of a medical education program in the hospitals of which they constitute the staff would require. The task of involving some hospitals not now committed to education will not be easy, but in others, especially some major units in Chicago, the readiness already exists.

It is the assertion that better medical care is provided by physicians and hospitals engaged in education. If this is true, it is not unlikely that the initiation of a

state-wide system of medical and para-medical education in some hospitals not now so engaged will bring public pressure on others that could be so involved. In the proper setting, the vision of a state-wide system of regional hospitals engaged in medical education is not impossible of achievement.

The details of the involvement of the State System of Higher Education with the regional medical centers remains to be detailed. Clearly, the state must share in the case of medical and para-medical education in the future as has not been true in the past. To a considerable extent the funds for this involvement may well come from the federal government. This proposal envisages the regional medical centers and their constituent hospitals and clinics remaining under the control of their local boards as at present. There would be, however, the development of contracts and memoranda of understanding with the state agency responsible for medical education to assure the quality controls essential to a system of medical education of excellence. State funds would be made available for the payment of salaries of directors of education and other officers of the hospital (chiefs of services) in order to insure appropriate control of the quality factors.

Illinois Institute of Health

For the maximum development of the system of health education herein proposed, it is highly desirable that Illinois maintain capability to be on the frontier of medical and health research. To achieve this objective, research units should be established in all the major regional medical centers as adjuncts to the clinical laboratories and the treatment facilities. Such research facilities would stimulate the staffs of the affiliated hospitals and provide scientific and professional capability to sustain a medical and para-medical education capability of high quality. Such research units could be of modest dimensions and still be highly influential in raising the expectations of the local practitioners.

To effectively plan for and monitor and supervise such units, it is proposed that there be created the Illinois Institute of Health with two functions. One is to operate its own laboratories and research hospital in the conduct of medical research. The second would be to function as a coordinative agency in supervising the medical research units in the regional medical centers and to provide leadership and guidance to them.

It is presumed that the University of Illinois Research Hospital and its staff constitutes such a resource presently and appropriate mechanisms to utilize its capability in a coordinative fashion would remain to be developed in detail.

Information System (MEDINET)

The importance of data processing, storage, and retrieval for the effective practice of medicine is only beginning to be discerned. Likewise the availability of "broad-band" information transmission and closed or open circuit television for both medical education and medical practice is now technically feasible but not generally available. A forward looking plan for medical education—pre-professional, post-graduate, and continuing—requires that appropriate utilization be made of computers, data transmission systems, and television.

It is therefore proposed that as part of the state-wide system of medical education herein proposed, an appropriate state-wide Medical Information System (MEDINET) be incorporated. The details of this system are not presently discernible but would have the following principal components:

1. A state-wide "broad-band" data and television transmission capability locked into but separate from the developing state system of educational television and the proposed Illinois Educational Computer Network.

2. A central data collecting, processing, retrieval and analysis center, correlated with but independent of the computer facilities of the state Department of Health and the Department of Mental Health.

3. Studies for the origination of medical and paramedical television lectures, demonstrations, and other teaching modes located in strategic medical education facilities in Chicago and elsewhere. Such facilities would have full color capability.

4. Transmission facilities for open-circuit television broadcasting, presumably the existing and to-be-developed educational TV broadcasting facilities of the universities, the Chicago Board of Education, etc.

5. Closed-circuit reception facilities located in auditoriums and seminar rooms of the strategic medical education centers throughout the state for use in presenting material not suitable for or in sufficient demand to warrant the use of open-circuit facilities.

6. A state-wide medical information system utilizing the central computer of MEDINET and telephone circuits would be more available to individual practitioners and to hospitals with such new developments as the PLATO System now under development at the University of Illinois. The capability of this system at this moment makes it economically infeasible but the potential is great and planning for this capability should be incorporated with the MEDINET System.

The advantages of forward planning in the area of computers and data transmission are tremendous. Unnecessary duplication of central processing capability in local community hospitals would be avoided. In regional

medical centers, the availability of a large computer in a central location available to all on a cost-sharing basis would make it possible to reduce the computing capability of each center's own computer by an order of magnitude or more, thus achieving a great savings in expensive data processing equipment. The policy of needs of many hospitals and other medical agencies would permit *far less cost* for greater capability of the central data processing and computing center.

For such a system to be effective it must be recognized that the planning for its development should include the computer scientist and manager, the ultimate users (medical scientists, educators, and practicing physicians), representatives of affected state agencies, and university administrators. The technology is so rapidly developing that at this moment the details of MEDINET cannot be provided. Illinois does have the strategic capability, however, of establishing national and international leadership by embarking on the planning of such a system *now*.

It is for this reason that in contemplating a plan for expanded education for the health professions planning for data processing, computing, and television transmission capability should be an integral part.

Administration and Governance

It is obvious that the health profession education, research, and information system proposed herein will require a mechanism—for coordination, control, and administration—which does not now exist in the State System of Higher Education. It is believed appropriate in this presentation not to obscure the nature and character of the changes proposed by making specific recommendations on the governance and administration of the proposed system. It is clear, however, that the interests of all parties in the universities, the cooperating regional medical centers and hospitals, the professionals in the health fields, and the public should be considered and means for involvement provided in whatever scheme is finally evolved and approved. □

ACKNOWLEDGEMENT *The author of this document wishes to acknowledge his indebtedness to a wide variety of persons in medical education and without. It is obvious that in broad outline the curriculum proposed resembles that advocated by Dr. Oliver Cope, M.D., of Harvard Medical School and Dr. Jerrold Zacharias of the Massachusetts Institute of Technology (Medical Education Reconsidered, Lippincott, 1966). To some extent other proposals contained herein have been advocated by others and implemented to some extent elsewhere. He wishes no claim for originality and hopes that the rejection of traditional patterns is not regarded as offensive by the medical educators.*



SIU President Delyte W. Morris meets with General William Westmoreland, U.S. military commander, during his visit to South Vietnam to inspect SIU educational advisory teams working there. At left is William Wetherington, SIU deputy chief of party in Vietnam, and at right is SIU party chief Arthur Aikman. South Vietnam is one of five nations in Asia and Africa to which SIU educational missions are now assigned under sponsorship of the U.S. Agency for International Development and the Ford Foundation.



ABOVE: Morris visits area of planned new normal school at Ban Me Thout in South Vietnam's central highlands near Cambodia. SIU advisors there are helping to train Montagnard teachers. RIGHT: Montagnard students at the Ban Me Thout training school greet Morris on his arrival there.

News of the Campus





Despite filming and other distractions, 24-year-old Dawn Attack and her first-born black stallion colt are doing fine and seem well adjusted in their stall at the Horse Center, teaching and research unit in the SIU School of Agriculture. The "old gray mare" among the University's herd of purebred American Saddle Horses, Dawn Attack had been thought barren. Time-lapse picture sequences of mare-colt relationships during the first two days after the colt's birth were recorded by a camera installation above the stall as part of an animal research project by George Waring, assistant professor of animal industries and zoology.

Freshmen Compared

A profile of the SIU Class of '71 shows its members to be much like college freshmen across the nation, according to data collected by the American Council on Education.

Nearly forty-five percent of them plan to go on to graduate school, and nearly a fourth expect to get married either while they're in school or within a year after graduation.

The profile data was gleaned from a questionnaire filled out last fall by a sample of 2,590 brand new SIU freshmen who were among 280,000 students from 359 schools taking part in the study.

More than half the SIU group said they are attending college with family funds, but two-thirds are concerned to at least some degree about finances. Twenty-four percent reported their parents' income between \$10,000 and \$15,000 a year.

Forty percent of the SIU frosh said they had applied at other schools as well as SIU, but the

multiple-application norm was nearly fifty-five percent nationally. In one-two order, parents and the University's academic reputation ranked as top reasons for choosing SIU. That same preference order held true nationally.

Other influences listed by the SIU students included teachers or counselors, twenty-five percent; friends already in school, twenty-two percent; the chance to live away from home, nineteen percent, and low cost, eighteen percent.

Seven percent listed athletics as an influence—above the national average—but the nine percent who cited social life as important in their decisions were below the average for all universities.

Sixteen percent of the SIU freshmen said they plan to teach in high school; twelve percent plan careers as businessmen; seven percent want to teach in grade schools; seven percent have their sights set on engineering, and another seven percent plan to enter some field of the arts.

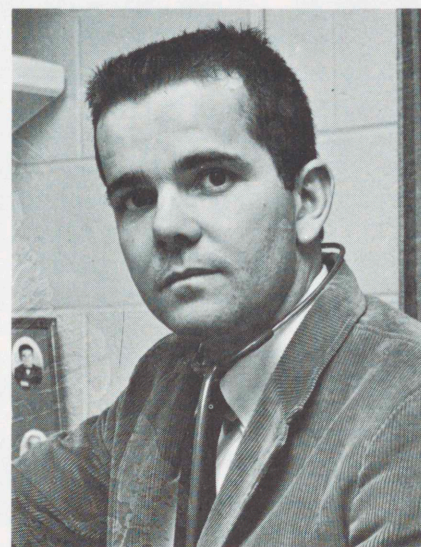
Business, skilled work, and farm-

ing led the occupational categories listed for the fathers of the SIU freshmen. Nationally, the ranking was business, skilled work, and engineering.

Fifty-four percent of the SIU sample claimed the protestant religious faith; twenty-six percent said Catholic, four percent Jewish. Six percent professed some other faith, and seven percent claimed no religious preference.

"Developing a philosophy of life" was ranked high in a list of "very important objectives," but not as high as the national norm. Seventy-nine percent of the class voted it important compared to eighty-six percent of those in the nationwide sample.

On the other hand, half the SIU newcomers ranked business success as important, compared to forty-seven percent of the national survey population. SIU students also assigned more importance to "being very well off financially" and "becoming an outstanding athlete"



DR. THOMAS WILLIAM CLARK, SIU Health Service, is among seven physicians now in South Vietnam to render free medical service to Vietnamese civilians under the volunteer physician program of the U.S. Agency for International Development and the American Medical Association.

(forty-six percent and thirteen percent) than did their classmates across the nation (forty-four percent and eleven percent, respectively).

Performing music and achieving in a performing art drew fewest "important objective" votes, while "being an authority in my field" and "helping others in difficulty" ranked next in importance to developing a life philosophy. These same priorities were reflected in the nationwide response.

Two percent—about fifty of the SIU freshmen—said they probably would participate in demonstrations while in college. The percentage nationwide was five.

Political Computer

An SIU computer will be a behind-the-scenes observer and critic of the 1968 Presidential election campaign and its press coverage.

John W. Ellsworth, associate professor of government and public affairs at the Edwardsville campus, will use the computer to compare texts of major campaign speeches with newspaper coverage through press association reports and news stories by political correspondents.

Ellsworth will do a content analysis of speech texts "to see if we are missing something in election reporting."

The study also will try to determine the frequency with which the two major party candidates use aspirational, policy, patriotic, and other references during the campaign. Findings will be used to provide a "profile" of the candidates' campaign oratory.

Ellsworth will analyze speech texts line by line, feed the data to a computer, then compare the texts with published news stories to see if the points emphasized in the text are the same points emphasized in the newspaper reports.

To prepare for the 1968 cam-

paign, he and his graduate assistants have analyzed the acceptance speeches made by John F. Kennedy and Richard M. Nixon in 1960, and by Lyndon B. Johnson and Barry Goldwater in 1964. From this study, a system involving seven categories of emphasis was developed. These categories will be the yardstick for measuring the oratory of this year's candidates.

International Cause

SIU is a charter member of a new organization formed to promote and conduct educational, scientific, research, and charitable activities in international education and to help develop personnel and facilities for such activities.

The organization, Associated Universities for International Education, is composed of SIU and five other institutions: Ball State University, Muncie, Ind.; Illinois State University; Loyola University, Chicago; St. Louis University, and Western Michigan University.

It is expected that the group will be expanded to include about fifteen institutions.

The Association will engage in such activities as the establishment of overseas study and research centers, the providing of technical assistance to underdeveloped countries, on-campus expansion of international studies, and promotion of improved international education in other schools and colleges of the general area of member universities.



SIU cheerleader Barbara Nicholson gets a warm greeting from Amira of Greenbough, 18-month-old Saluki dog presented the University by Dr. Bert Hanicke of St. Louis, a Saluki breeder. The new Saluki, a female, will help introduce a new line in SIU's family of Carbondale campus mascots.

DEADLINE SPORTS

By FRED HUFF

Defending NCAA champions and winners in three of the last four years, SIU's gymnasts re-established themselves as the number one team again this season by topping previously unbeaten Iowa Feb. 24 at Iowa City. The Salukis, who lost to the classy Hawkeyes by three points in an earlier meet at SIU, came from behind to claim a 189.15 to 187.15 triumph. Their point total was the second highest of the season for Coach Bill Meade's men and compared favorably with the 189.55 they collected last April when they outscored Michigan for the coveted NCAA title. The current edition of the NCAA records book released in late February reveals that SIU has moved into the number three position among universities with team championships. Only Illinois and Penn State top the Salukis.

* * * *

Despite a slow start due to an early-season illness, Dick Garrett, former Centralia prep star, has enjoyed a stand-out campaign while leading the Salukis through a rugged 1967-68 basketball schedule. The 6-3 junior forward topped the 400-point mark with 25 against Northern Michigan Feb. 17 as Southern improved its record to 11-10 with a 71-57 victory. He had only a 5-point average after the first two games, but was 19.1 going into the final three--the best any player has averaged since Jack Hartman took over as Saluki coach six years ago. George McNeil and Walt Frazier were previous leaders with 18.2.

FORMER SALUKI quarterback Vern Pollock joined the SIU coaching staff Feb. 19 and is scheduled to take over the freshman team next fall. The 31-year-old DeSoto, Mo., native had for the last four years been head coach at Carbondale Central, where his teams won 32, lost 7, and tied 1. In his relatively brief tenure at CCHS, Pollock had the rare privilege of guiding the Terriers to football championships in both the Southwestern Egyptian and the South Seven Conferences.

* * * *

John Gabby, called "one of the finest high school players to come out of Southern Illinois in several years" by his prep coach, accepted an athletic scholarship from SIU head coach Dick Towers late last month. The 5-11, 195-pound fullback from Johnston City was one of the first to sign a letter of intent to enroll at Southern after the University board of trustees at a mid-February meeting approved a motion to strengthen the present football program.

Johnston City coach Jan Jansco, former SIU star halfback, said he feels Gabby has a great future in collegiate football.

IN THE FUTURE, "Deadline Sports" will be coupled with regular sports features to bring Alumnus readers the most up-to-date and yet broadest coverage possible on a magazine schedule. Coming soon, for example, is a report on the developing athletics program at Edwardsville. We hope you like this new and regular addition to the magazine.

--Editor

SPRING SPORTS

Despite the usual "ifs" clouding any athletic forecast, they're predicting a beautiful spring for Southern Illinois--at least for SIU's track, baseball, tennis, and golf teams.

Saluki coaches Lew Hartzog, Joe Lutz, Dick LeFevre, and Lynn Holder strangely are unanimous when discussion of the 1968 outlook arises. All feel their respective teams are headed for great years, though each warns there are possible problems.

A sport-by-sport check shows:

TRACK

"It may not show up early due to our lack of indoor facilities, but we're going to have a great track team this year if the kids get enthused and don't let up before June."

That's the way Coach Hartzog feels about his current crop of runners and field specialists.

"I can't wait for this year to come on," Hartzog says, "that's all there is to it."

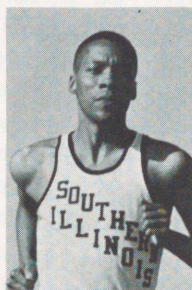
Primarily responsible for the veteran SIU coach's optimism are returning All Americans Oscar Moore, White Plains, N.Y.; John Vernon, Aspley, England, and Chuck Benson, Atlanta, Ga. This trio accounted for 22 points in the NCAA championship meet a year ago when the Salukis tied with Iowa for seventh place in the final standings.

Moore is a three-event SIU record holder. The former Marine has standards of 8:41.9, 13:29.8, and 28:26.1 in the two-, three-, and six-mile outdoor events. He also has a personal record of 4:06.2 in the mile run and assures Southern of a top representative any time he walks on a track in good physical condition. Hartzog's only concern going into the outdoor season is a leg injury which has hampered Moore's winter training.

Vernon, one of the nation's finest triple jumpers as a sophomore two years

ago, appears to be headed for a super season. Now fully recovered from a 1966 leg injury, he was a consistent winner indoors and had a career-best of 51 feet at the recent Mason-Dixon Games in Louisville. His best outdoor jump is 51-7½.

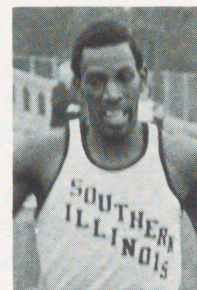
Benson provided the biggest surprise for Hartzog last season when he developed rapidly as a quarter-miler and wound up fourth in the NCAA with a :46.2 effort. Also a talented high jumper, he plans to concentrate on the 440 this season.



Moore



Vernon



Benson

Others who figure prominently in Hartzog's hopes for an even higher spot in this year's nationals are quarter-milers Ross MacKenzie of Balmoral, Manit., Canada, and Thel Jeffries of Detroit. They are top candidates to team with Benson on Southern's mile relay team which Hartzog feels will be a good one.

Several events are listed as "strong" by Hartzog. Mitch Livingston, Decatur, is a veteran in the high jump; Dan Tindall, Princeton, N.J., an up-and-coming javelin star; Mark Cox, Bushnell, Ill., a fine hammer prospect, and Jim Thomas, Baton Rouge, La., and Herman Gary, St. Louis, fine hurdlers.

The Schedule:

March 30--Arkansas Relays

April 5-6--Texas Relays

April 13--Triangular at Oklahoma (SIU, Kansas State, Oklahoma)

April 19-20--Kansas Relays

April 26-27--Drake Relays

May 4--Dual meet at Kansas

May 11--Triangular at McAndrew Stadium

(with Lincoln University and Western Kentucky)

May 25--General's Invitational, Ft. Campbell, Ky.

June 1--Central Collegiate Championships, South Bend, Ind.

June 7-8--USTFF Championships, Fresno, Calif.

June 13-15--NCAA Championships, Berkeley, Calif.

* * * *

BASEBALL

Coach Joe Lutz says, "We could make use of a little more experience, but I feel we'll be a good college club and an exciting type of team that can explode at any time."

Although nine lettermen are returning from last season's 29-8 club, it's altogether possible that newcomers will be occupying the majority of positions in Southern's starting lineup.

An example is first base. Dwight Clark, a senior from LaHabra, Calif., handled the assignment all of last season and is a candidate again this spring. So are three other lettermen--Barry O'Sullivan, East St. Louis; Jim Dykes, Chicago, and Jack Finney, Heroin. All saw considerable action last season at one spot or another and are seasoned performers.

When asked which had the inside track on the first base job this season, however, Lutz said, "You'd have to say Bob Blakley right now. Does that tell you something?"

Blakley, a freshman from Springfield, is an accomplished player and could be in the Salukis' starting lineup either at first base or in the outfield. But the fact that Lutz rates a newcomer over four holdovers from a year ago when the Salukis earned a spot in the NCAA university division tournament for the second straight year does say something for Lutz's material.

Clark was the club's number two hitter last season with a .290 mark, while O'Sullivan was next in line with

a .284 average. Dykes and Finney were top reserves who played in 28 and 21 games respectively and carried .275 and .262 batting averages.

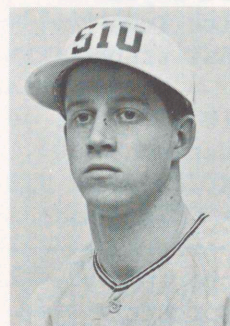
Only one infield position, shortstop, appears to be fairly well set as Don Kirkland, a senior from Boonville, Ind., is slated to open the season there. Kirkland, mainstay of Southern's pitching staff a year ago when he worked 86 innings, will concentrate solely on the shortstop duties. This move also "tells you something" about the strength of the 1968 club in comparison to last year's outfit.

Three newcomers, Terry Brumfield of Miami, Fla.; Mark Kirkpatrick, Cape Girardeau, Mo., and B. J. Trickey, Cedar Rapids, Ia., are bidding for the second base job, while Bill Clark, a soph out of St. Louis, may wind up at third base.

The outfield will lack experience, but hopefully will make up for it with its superb speed. Tentatively slated for starting jobs are sophomores Jerry Bond, Waukegan; Mike Rogodzinski, Evanston, and Jerry Snyder, Murphysboro, with Blakley and Jerry Smith, a freshman from Rapid City, S.D., also available.

Veteran Randy Coker, Buena Park, Calif., assures the Salukis of good catching, although a pair of freshmen, Allen Hodson, Peoria, and Bob Sedik, Highland Park, also are in contention for the job.

Pitching figures to be one of the club's strong points. With Skip Pitlock, a junior



Pitlock

from Hillside, Ill., as ace, Lutz is expecting a number of pro scouts to be on hand for most SIU games. "In Pitlock we have one of the finest pitchers in collegiate baseball," Lutz says. "He had a great '67 season and has shown every indication of being even better this year." Other front-line hurlers will be Jack Nelson, Buena Park, Calif.; Howard Nickason, Chicago; Jerry Paetzhold, Ellis Grove, and John Susce, Sarasota, Fla.

The Schedule:

March

- 16--at New Mexico (2)
- 18,19,20--at Arizona State
- 21,22,23(2)--at Arizona
- 24--at Northern Arizona
- 25--at Grand Canyon College
- 29,30,31--at Florida State

April

- 2--Monmouth College (2)
- 5,6(2)--Memphis State
- 8--St. Joseph's College
- 9--McKendree College
- 10,11--Wisconsin State
- 12,13--Second Annual Governor's Tournament (SIU, Air Force Academy, Moorhead State, Concordia, Nebr.)
- 15--MacMurray College
- 19,20(2)--Ohio State
- 23--at Indiana State
- 26--at Washington University
- 27--Western Kentucky (2)
- 28--at Quincy College
- 30--Greenville College

May

- 3,4(2)--at Wyoming
- 7--Evansville
- 10--David Lipscomb College (2)
- 11--Kentucky Wesleyan (2)
- 12--St. Louis University (2)
- 17--at Tennessee, Martin
- 24--Illinois College

* * * *

TENNIS

"Right now we have a few question marks," says Coach LeFevre, "but we're counting on everyone being ready when it's time to play and if they are we should be able to compete with most teams in the country."

The uncertainties: how completely Mike Sprengelmeyer, classy senior from Dubuque, Ia., is going to recuperate from a broken arm and leg surgery and whether or not Paul Cleto, squad newcomer from Sao Paulo, Brazil, has fully recovered from a broken wrist.

Holdovers from last year's fine club--which won 13 matches in a row before losing its finale to Indiana--include Sprengelmeyer; Jose (Boy) Villarete

and Johnny Yang, both of Manila, Philippines, and Jay Maggiore, West Hollywood, Fla. Both Cleto and Macky Dominguez, another squad newcomer from Manila, will be in contention with the veterans for the number one berth on the squad.

The Schedule:

(Spring Trip)

- March 15--at Georgia
- March 16--at South Carolina
- March 18,19--at Miami
- March 21-23--at Rice Invitational
- March 23--Minnesota at Rice
- (Regular Season)
- March 30--at Murray State
- April 4-6--at Oklahoma City Invitational
- April 12--Indiana University
- April 13--Oklahoma City
- April 20--Principia
- April 23--at St. Louis University
- April 26--St. Louis University
- April 27--Frosh-Varsity
- May 3,4--Tennessee Classic
- May 11--Missouri and Oklahoma State at Missouri
- May 13--at Illinois
- May 18--at Mississippi State

* * * *

GOLF

"We've got one of the finest schedules in the Midwest," says Coach Holder, "but we have a senior team and I think we'll be able to compete with any of them."

Principal figures in Holder's plans are lettermen Gary Robinson, Sterling; Steve Heckel, Carterville; Jack Downey, Mt. Vernon; Jim Schonhoff, Quincy; Dennis Kortkamp, Murphysboro, and Dave Wargo, Streator.

Robinson is perhaps the finest Saluki golfer ever. A long hitter who already can belt the ball with the "big boys," he posted a 15-2 record last season and averaged 73.1 strokes per match. He toured the par 72 Jackson Country Club course last summer in a record low 62.

The schedule includes such powers as Southern Mississippi, Tulane, Missouri, St. Louis, Illinois, Kentucky, and Notre Dame.

SIU Forestry Grads Widespread

SIU forestry graduates are now working in twenty-eight states and four foreign nations, not counting fourteen who are in the armed services and twenty-four who are continuing their education at other institutions.

Illinois retains the greatest number, twenty-two, while nine are now working in Missouri, seven in Wash-

ington, six in Oregon, five in California, and four in Wisconsin.

Idaho, Montana, and Minnesota each have three, and Indiana, Michigan, New York, Ohio, and Tennessee each have two graduates. The SIU forestry graduates working abroad include one each in Canada, the Philippines, Iran, and Cambodia.

Alumni, *here, there...*

1918 Cobden is the home of Mr. and Mrs. WILLIS W. VENERABLE. He is a retired fruit grower. They have two children, James, who received a Ph.D. in chemistry from the University of Wisconsin, and Carol Venerable West, who received a master's degree from the University of Illinois.

Alumni Activities

MARCH

15 Springfield Area Alumni Club meeting.

16 Miami Area Alumni Club meeting.

18-19 Franklin County Telefund Campaign.

18-21, 25 Madison County Telefund Campaign.

20 Phoenix Area Alumni Club meeting.

21 Tuscon Area Alumni Club meeting.

APRIL

2-3 Bond-Clinton Counties Telefund Campaign.

Bloomington Area Telefund Campaign.

4 Saline County Alumni Club meeting.

5 Franklin County Alumni Club meeting.

8-10 Jackson County Telefund Campaign.

18 White County Alumni Club meeting.

23-24 Decatur Area Telefund Cam-

1923 Miss EMILIE HUCK, 2, B.Ed. '31, makes her home in Centralia. Miss Huck also has attended American University, Washington D.C., and the University of Wisconsin, and received an M.A. degree from the University of Illinois in 1937. She is a retired school teacher.

1924 EARL V. KENNEDY, and his wife, BERTHA OATMAN Kennedy, ex '14, make their home in River Forest. Mr. Kennedy also attended the University of Illinois and received both a B.S. degree, 1933, and an M.A. degree, 1939, from the University of Chicago. He is a retired teacher.

1928 HOWARD T. ABERNATHIE, M.S. '53, is a sixth grade teacher in the Cape Girardeau, Mo., public school system. He is the author of a children's book, *Elvin and Melvin in The Big Woods*.

VIRGIL W. BINGMAN, retired school administrator in Spring Valley, is now the manager of the Sullivan Chamber of Commerce. He received an M.A. degree from the University of Illinois. He and his wife, Tot, have one

paign.

26 Wayne County Alumni Club meeting.

30-May 1 Washington County Telefund Campaign.

daughter.

Mr. and Mrs. HERBERT ELSTON, 2, (MONETTE TAYLOR, 2, '29) make their home in St. Paul, Minn. He is a vice president of Minnesota Mutual Life Insurance Company. They have one son, Jay.

Mrs. Frank C. Hearn (ESTHER M. KOPP, 2, '43) is a teacher in the home-making department of the Denver public school system. Mrs. Hearn also has attended the University of Iowa, Western Colorado State College, and Western Illinois. She is the author of a book, *Fitting Your Figure*. She and her husband have one son.

Mr. and Mrs. ARZA R. HUGHES (VIRGINIA F. RAGSDALE '37) are now residing in Portland, Ore. He is a branch manager for the Maytag Company. They have two children.

Mr. and Mrs. ORIS P. VICK (ANNA F. LYNN) live in Olive Branch. Mr. Vick is a junior high school teacher in Tamms, his wife is a retired teacher. They have one daughter.

Mrs. John M. Webb (NAOMA RANDOLPH, 2) is a retired teacher in Mountain Home, Ark. Her husband is a retired principal. They have two children.

VINTON C. FISHEL, 2, '31, is a retired hydrologic engineer after 36 years with the United States Geological Survey. Mr. Fishel served in Washington, D.C.; Tunis, North Africa, and Lawrence, Kan. He and his wife, Helen, have two children and now make their home in Lawrence.

1933 RICHARD L. COOPER is an attorney engaged in general practice in Geneva. He received an LL.B. degree in 1937 and an LL.M. degree in 1939 from Georgetown University Law School. Mrs. Cooper (LOUISE BROWN, ex '31) is publisher of the *Elburn Herald* newspaper.

PAUL W. EWING is an assistant manager of stores for the Illinois Central Railroad. He and his wife, EVALON K. COCKRILL Ewing, who is a fifth grade teacher in Dolton, make their home in Riverdale. They have three children.

CLIFFORD H. FORE is a lecturer in the Edwardsville campus Science and Technology Division. He and his wife live in Edwardsville and have three children, all of whom attended SIU.

Mr. and Mrs. JOHN G. GILBERT (HELEN D. DOLLINS '34) live in Carbondale, where he has a law office. Mr. Gilbert, a past president of the SIU Alumni Association and now Illinois

state senator from the 56th Senatorial District, received an LL.B. degree from the University of Illinois in 1938. The Gilberts' two daughters, Pamela and Gail, graduated from SIU in 1965 and 1967, respectively, and their son, Phil, is now attending the University of Illinois.

Dr. and Mrs. GUY W. LAMBERT (LEORA E. HARTLEY '30) make their home in West Frankfort. Dr. Lambert, who received his D.D.S. degree from St. Louis University in 1938, is a past president of the Southern Illinois Dental Society. He also is president of radio station WFRX in West Frankfort and serves on the board of directors of the Bank of West Frankfort.

Honolulu, Hawaii, is the home of Mr. and Mrs. CLARENCE L. HODGE (JANE WARREN '33). Mr. Hodge received an M.A. degree from the University of Illinois in 1934 and is now director of the Pacific Tourism Marketing and Research Institute, Hawaii Visitors Bureau, Honolulu. He and his wife have two daughters.

Miss ELEANOR HODGE, 2, is a first grade teacher at Horace Mann School, Mt. Vernon. She received an M.S. degree from the University of Illinois in 1951. Miss Hodge resides in Waltonville.

Mrs. Matthew Radochonski (KATHERINE V. CONTI, 2) is a fourth grade teacher in Northlake. She also attended Chicago Teacher's College and Northern Illinois University. Mr. Radochonski is a machinist.

1938 Lt. Col. and Mrs. CHARLES B. BROADWAY (MARY S. NELSON) make their home in Potomac, Md. Col. Broadway received a degree from the Chicago College of Mortuary Science in 1939 and a master's degree in hospital administration from Baylor University in 1955. He is now assigned as one of three staff officers responsible for recommendations regarding construction of medical facilities for the U.S. Air Force on a world wide basis.

E. GLENN FULKERSON is professor of education and director of the Audio-Visual Center at San Diego State College, Calif. He received an M.A. degree in 1950 and his Ph.D. in 1953 from U.C.L.A. Mr. Fulkerson is a charter member of the Academy of Television Arts and Sciences, Los Angeles. He and his wife, Mildrene, live in LaMesa, Calif., and have two children.

Miss EDNA FOX is a retired teacher now living in West Frankfort.

San Antonio, Tex., is the home of Mr. and Mrs. Walter F. Greer (EDNA



Gilbert Holmes 27-2, '49, M.S. Ed. '58, gets a bite of "retirement cake" from Sam Silas '63, M.S. '65, at an office party marking Holmes' retirement as a counselor in the SIU Office of Student Work and Financial Assistance. At right is Frank Adams, director of the office. Holmes is a former president of the Randolph County SIU Alumni Club. Silas, better known as a defensive tackle for the St. Louis football Cardinals, is an assistant coordinator of student work and financial assistance during the off-season and also is working toward his doctoral degree in higher education.

DUNN). Mrs. Greer is a sixth grade teacher at Gonzales Elementary School, while her husband is a member of the civilian staff at Ft. Sam Houston. They have two children.

Mr. and Mrs. RALPH MCBRIDE (VERNICE HELM MCBRIDE '65) live in Loda. He is the Buckley-Loda community unit school superintendent and she is a teacher of remedial reading in the same system. Mr. McBride received an M.A. degree from the University of Illinois in 1942 and a Professional Diploma from Columbia University in 1964.

L. GOEBEL PATTON is public relations director for the Illinois Education Association in Springfield. He and his wife, EILEEN HOWELL Patton '35, make their home in West Frankfort. Mr. Patton, who also holds a master's degree from the University of Illinois, was an Alumni Achievement Award recipient in 1963.

THOMAS A. PHILLIPS is professor of education at Indiana State University, Terre Haute. He received his Ed.D. degree in 1951 from the University of Illinois. Mr. Phillips and his wife, Mable, have three children, Marie, 19; Bill, 17, and Linda, 15.

HOWARD L. YOWELL is a senior staff advisor for the Esso Research and En-

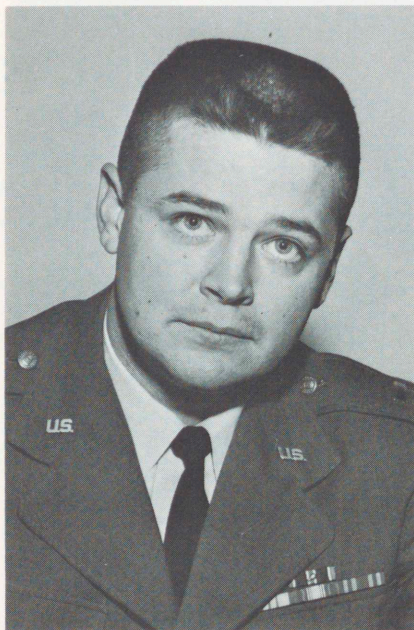
gineering Co., Linden, N.J. He received his Ph.D. degree in 1942 from Ohio State University. Mr. Yowell is a past chairman of the American Chemical Society's Division of Petroleum Chemistry and a fellow of the American Association for the Advancement of Science. He holds 19 patents for developments in his field. He and his wife, Gail, make their home in Milford, N.J., and have two children.

1939 CHARLES S. MAYFIELD is secretary of the Illinois Agriculture Association. He and his wife (A. GERALDINE MORGAN '38) have three children and live in Bloomington.

1943 Mr. and Mrs. Keith W. Curtis (MARY M. MIFFLIN) make their home in Belleville. Mr. Curtis is an electrician for the Peabody Coal Co. They have a son, Phillip, nine.

Mr. and Mrs. Roy B. Gee (HILDEGARD A. GLAHN) live in St. Joseph, Mo., where she teaches Latin at Central High School. Mrs. Gee received a M.Mus.Ed. degree from Northwestern University in 1949. Her husband is a branch manager with the MFA Insurance Claims Office. They have two children.

Magary Heads USAF Photo School



CAPT. DONALD E. MAGARY

Capt. Donald E. Magary '61 heads what the U.S. Air Force calls "the largest and most efficiently staffed and equipped photography

school in all the country."

As chief of the photo sciences branch, Department of Aerospace Photography Training at the Lowry Technical Training Center near Denver, Capt. Magary is responsible for technical and administrative supervision and control of eight different photography courses, 109 instructors and staff personnel, a student body averaging more than 200, and equipment valued at approximately \$1-million.

More than 800 airman-photographers were graduated from the Air Force school during the past year, with training ranging from basic photography to the latest methods of precision processing.

Capt. Magary was commissioned a second lieutenant in 1962 and has since served in photo staff positions at Shaw AFB, South Carolina, and in Okinawa and has completed a tour of duty in southeast Asia as a photo staff advisor.

1948 ANNA MARIE HARN is a girls physical education teacher at Coolidge Jr. High School, Granite City. She received an M.S. degree from the University of Illinois and also has attended California State College at Los Angeles.

Mrs. Robert Carter (MARY LOU PINKHAM, M.S. '65) is a teacher of shorthand and typing at the Pattonville Senior High School in St. Ann, Mo. Her husband is a transportation agent for Trans World Airlines. They have a son, Gary, and live in Berkeley, Mo.

1949 LOREN B. JUNG, M.S. '51, has been named Director of Institutional Research for SIU. First joining the SIU staff in 1961 as a vice president's assistant, he was in charge of equipping and preparing the Edwardsville Campus before it opened for classes in 1965.

JESSE E. REA, M.S. '53, is principal of Roosevelt Elementary School in Cicero. He and his wife (BETTY JEAN MANESS, ex '46) and their three children, Darrell, who just finished boot training in the U.S.M.C., Karen, and Linda, live in Cicero.

1953 RUSSELL L. CLOUD is personnel manager of the Canning Machinery Division, F.M.C. Corp., in Hoopeston, where he has served as Chamber of Commerce president and received a Jaycee distinguished service award. He and his wife, Thelma, have a son, Mark Alan.

Mrs. Stewart Cochran (MARJORIE H. KING) is a sixth grade teacher for the gifted in MacDowell Elementary School in San Diego, Calif. She received an M.A. degree in 1963 from San Diego State College. Her husband is a research analyst for Convair. They have a year-old son, Douglas Benson.

CARROLL D. COX is manager of the Seattle Group Office, Mutual Life Insurance Company. He, his wife, and three sons make their home in Bellevue, Wash.

EARL DOUGHTY, JR., M.S. '54, Ph.D. '65, is an associate professor and supervisor in the Laboratory School at Eastern Illinois University. He and his wife, Ora, have three daughters and live in Charleston.

Mrs. Russell Mifflin (ALEATHA MC-

LAUGHLIN, M.S. '59) is a Spanish language teacher at Carruthers Jr. High School in Murphysboro. She also attended South Dakota State University and has studied in Mexico.

VAN W. MOUNTAIN, M.S. '54, is a school psychologist for the South Macoupin County Organization For Special Education. He and his wife, Jean, make their home in Staunton.

WILLARD L. MURRY, M.S. '59, is the director of guidance for School District 271 in Lee County. He and his wife, Grace, live in Amboy.

WILLEY E. NESBITT is an audit manager with Arthur Young & Company, St. Louis accounting firm. He received an M.B.A. degree from Ohio State University in 1957. He and his wife have three children and live in St. Louis.

Mrs. James Richardson (MARY FRANCES LASALLE) is a research associate for the C. F. Kettering Research Laboratory, Yellow Springs, Ohio. She received an M.S. degree from Ohio State University in 1963. Her husband owns and operates a garage and body shop. They have two daughters.

KENNETH B. SCHABLOWSKY, M.S. '58, is superintendent of the Albany, Ill., Community Consolidated School District. He and his wife, Lila, have three daughters. They make their home in Albany.

Chico, Calif., is the home of Mr. and Mrs. Frank M. Watters (MARY JOYCE PULLIAM). Mr. Watters is professor of economics and department chairman at Chico State College. Mr. and Mrs. Watters have two sons.

1956 CARL E. ANDERSON, M.S. '58, is an associate dean of students at Howard University, Washington, D.C. He and his wife, Ida, and their three children live in Washington.

Capt. HERSHEL W. MANHART helped evaluate lessons learned in Vietnam at



MANHART

a special U.S. Air Force industry life support conference held during the winter in Las Vegas, Nev. Representatives of more than 200 companies and members of the Army, Navy, and Marine Corps joined the Air Force in an effort to help change survival needs and ideas into working equipment and methods. Capt. Manhart is an F-102 fighter pilot assigned to Elmendorf AFB, Alaska. Much of the Las Vegas conference con-

cerned flight gear, aircraft environment and escape systems, and survival equipment needed by aircraft pilots and crewmen.

1957 JACK E. BIZZEL, M.A. '58, Ph.D. '66, is an associate professor of political science at Morehead, Ky., State University. Dr. Bizzel authored a series of four articles on use of electronic data processing by local government units published in *American County Government* in 1966-67. He and his wife, Peggy, and their son, Jeff, live in Morehead.

1958 Capt. and Mrs. JOHN P. CAYNAK, M.S. '59, (ESTHER M. KING, ex '59) make their home in Quantico, Va., where he is assigned with the Marine Corps. They have two sons, John, Jr., eight, and Eric, six.

Mr. and Mrs. GARY A. EDWARDS (JEAN M. MYERS, M.S. '59) are residing in Lexington, Ky. Mr. Edwards is a hospital pharmacist for the University of Kentucky Medical Center. They have one daughter.

SAUNDRA S. EBBS is a speech therapist for the Granite City schools and makes her home in Granite City.

JERRY G. ENGLE, M.S. '59, is the head baseball and basketball coach at Harvard High School. His wife, DARLENE WOODSIDE Engle, M.S. '59, is a fourth grade teacher at Jefferson grade school in Harvard. They have three children.

BEVERLY JEANNE FOWLER, M.S. '61, is counselor and test director at Prospect High School, Mt. Prospect. She attended the University of Louisville in 1964 on a General Electric Fellowship. Miss Fowler lives in Mt. Prospect.

Capt. MARSHALL T. HILL is a flight instructor for the U.S. Air Force. He and his wife, Jeanne, have a daughter, Kathryn Lee, and make their home at Hurlburt Field, Fla.

ROBERT G. JOHNSON is treasurer of Kinder Mfg. Co., Elkhart, Ind. He and his wife, Donna, have three sons and live in Syracuse, Ind.

B. FRANK MATTES is director of Christian education for the Methodist Church of Wooster, Wooster, Ohio. He received an M.A. degree from Scarritt College in 1960. His wife, CAROLYN ANN BUCKLER Mattes, ex '58, is a credit investigator for Dun & Bradstreet. They have three children.

JAMES B. RUSK, JR., is a sales representative for the General Box Company, East St. Louis. He and his wife, WANDA LEE PROUGH Rusk, ex '58, have

two children and make their home in Bridgeton, Mo.

NITA RAE STEWART, M.S. '61, is a teacher of educable mentally handicapped at the Niles Township High School West, Skokie. She makes her home in Chicago.

GLEN E. ZILMER is administrator of Holden Hospital, Carbondale. He received an M.S. degree from Northwestern University in 1962. He and his wife, JENNIE L. ZILMER, ex '57, have three children and live in Carbondale.

1960 Mr. and Mrs. RHODERICK E. KEY, M.Mus. Ed. '63, (JANE MARIE CRUSIUS, '62, M.M. '63) make their home in Charleston. Mr. Key is supervisor of instrumental music in the Eastern Illinois University laboratory school. Mrs. Key is a part-time vocal teacher and church choir director, and is currently taking courses at Eastern. They have a daughter, Elizabeth Jane, three.

1961 Mr. and Mrs. JAMES L. FUNKHOUSER, M.A. '63, (LINDA K. BRADLEY '62, M.A. '65) are both instructors at the SIU Edwardsville campus. They have two children, Jennifer and Bradley, and make their home in Alton.

1963 Miss ELIZABETH ANNE ADKINS has been given a stipend by the Los Angeles County Department of Adoptions to attend the School of Social Work at San Diego State College. She will attend a two-year course leading to a Master of Social Work degree. Miss Adkins lives in LaMesa, Calif.

Mrs. LeRoy K. Amyx (DOROTHY BONHAM, M.S.) is dean of girls and guidance counselor at Carlinville High School. She received her B.S. degree from Washington University in 1955, and served from 1965-67 as director of a demonstration center for the gifted student.

RENU S. BAKER is a store controller for Sears Roebuck and Company, Kalamazoo, Mich. He and his wife, Pauletta, live in Kalamazoo.

JAMES R. BANN is a cashier for the National Bank of Earlville. He also holds a degree from McKendree College and has attended Northern Illinois University, Illinois State University, and the University of Illinois.

Miss ROSEMARY BARNETT, M.S. Ed., is a first grade teacher for the Harmony Elementary School in Belleville. She makes her home in Duplo.

WILLIAM H. BARTLES is acting building manager of a new 32-story federal

office building in Cleveland, Ohio. He and his wife, Marylin, have three children and make their home in Lakewood, Ohio.

Mrs. Carl W. Boyd (DOROTHY LOUISE HENLEY, '29-2, '63) is a fourth grade teacher at Lincoln School, Anna. Mr. Boyd is a fruit grower.

CHARLES T. BRAINARD is manager of the Carbondale branch, Universal C.I.T. Credit Corp. He and his wife, Carol, have three children and reside in Murphysboro.

Mr. and Mrs. GLENN F. BRAND (JACQUELINE K. HUGHSON) make their home in Red Bud. Mr. Brand is the owner and operator of the Red Bud Firestone Store. They have two sons.

WILLIAM C. BUCKMAN is an assistant budget analyst for the McDonnell-Douglas Corp., St. Louis. He lives in Collinsville.

GERALD L. CLAMPET is an agricultural statistician for the U.S. Department of Agriculture in Columbia, Mo. He received an M.S. degree from Ohio State University in 1966.

First Lieutenant DAVID J. CLARK is a flight training officer in the U.S. Air Force Officer Training School at Lackland AFB, Texas.

Capt. WILBUR H. CLARK is an instructor in the Weather Technician Course at Chanute AFB, Ill. He and his wife, the former CAROL ANN BLOCK, ex '62, have a son, David Wayne.

Miss CAROL GAY COOK, M.S. '64, is a teacher of English and social studies at Prather Jr. High School, Granite City. She lives in Madison.

RONALD K. CULBRETH, M.S. Ed. '66, is superintendent of the Grayville Community Unit School District.

JERRY L. CUMMINS, VTI, is comptroller for the International Order of the Golden Rule, Inc., Springfield. He and his wife, Gloria, make their home in Springfield.

EDWARD W. DIRKS, M.S. '64, is assistant athletic trainer for the University of Michigan. He received a Certificate of Physical Medicine from Ohio State University, majoring in physical therapy.

KENNETH D. DUFT is an agricultural marketing economist for Washington State University. He received an M.S. degree from Michigan State University in 1964 and his Ph.D. degree from the University of California in 1967. He and his wife (SANDRA E. MOSS, ex '63) make their home in Pullman, Wash.

GERALD H. DUNN is a teacher of mathematics at Naperville High School. He received an M.S. degree from

Education Top Field for 1967 Graduates

Although one in five of those earning degrees from SIU in 1967 accepted business or industry jobs, almost a third of the graduates entered the field of education.

SIU Placement Services records indicate that nearly 1,300 of the 3,872 persons receiving degrees at both campuses took teaching or other positions in education. Included were 927 with bachelor's degrees, 323 with master's degrees, and forty-nine of sixty graduates receiving the Ph.D. degree.

A total of 774 entered the world of business and industry, according to statistics revealed in the Placement Services' annual report.

The '67 graduates are now widely scattered, having taken jobs in twenty-three foreign countries as well as in forty-four states, Washington, D.C., and eighty-six Illinois counties.

Slightly more than half of the group, however, elected to remain in Southern Illinois—including 54.6 percent of those who took teaching jobs and 45.9 percent of those accepting non-teaching jobs.

Average annual salaries paid the 1967 graduates ranged from \$5,929 for the bachelor's degree graduate going into elementary school teaching to \$8,668 for the graduate with technical training entering business and industry and \$9,381 for the master's degree high school teacher.

Placement Services hosted a total of 1,202 interviewers from thirty states and Washington, D.C., during the period October 1, 1966, through September 30, 1967. The interviewers, representing 699 companies and 322 schools, colleges, and universities, conducted 7,807 individual interviews on both campuses.

Northern Illinois University. He and his wife have a daughter, Teresa Ann, two.

GARY W. ELMSTROM, M.S. '64, is in his last year of work toward a Ph.D. degree in plant physiology at the University of California, Davis. He and his wife, Mary, live in Davis.

Mrs. Harley T. Foster (NELDA THOMAS Foster) is a substitute teacher in Steger and Sauk Village. Her husband is a social studies teacher at Crete-Monee High School. Mrs. Thomas received an M.S. degree from Eastern Illinois University in 1967. They live in Steger and have a son, Thomas Harley, Jr.

JAMES R. GAMBETTA is an English teacher at Odin High School.

ROBERT J. GESTER is an assistant personnel manager for the National Biscuit Company in Chicago, where he makes his home.

Mrs. Sig F. Gresch (SHIRLEY F. GROVE) is a fourth grade teacher in the Elgin public schools. Her husband is an application engineer in Chicago. They live in Elgin.

Dr. and Mrs. Ivan Grupe (SUSAN CAMPBELL) make their home in Denver, Colo. Mrs. Grupe is a fourth grade teacher in the Littleton school district. Her husband is an optometrist.

ROBERT E. GUILANDER is an agent for the Internal Revenue Service, Belleville. He lives in Kane.

ALFRED C. HAGEMANN is a senior accountant for Arthur Andersen and Co., St. Louis. He and his wife, Delores, who is a junior accountant, make their

home in Collinsville.

SUZANNE MARIE HARTFORD lives in Princeton and is a sixth grade teacher at Lincoln School, Spring Valley. She attended Springfield Junior College and has done graduate work at the University of Illinois.

HERMAN L. HOOD is an office manager for the Williamson County Agricultural Stabilization and Conservation Service. He and his wife, Kathryn, live in Marion and have a daughter, Ginger.

CARL D. HUGHES is manager of special programs and support services for Graflex, Inc., at the Breckinridge Job Corps Center, Morganfield, Ky.

Lt. LARRY H. JORDAN is a Navy pilot recently returned from coastal patrol duty off Vietnam. His wife, DONNA HICKS JORDAN, is a public health nurse in Jacksonville, Fla., where they make their home.

JOHN R. KELLER, M.A. '67, is head coach and athletic director at St. Anthony High School, Effingham. He and his wife, Patricia, and their three children live in Effingham.

MARTIN R. KESSLER, VTI, is an architectural designer and draftsman in New York City, where he and his wife, Barbara, make their home. He also has attended City College of New York.

Dr. ERWIN J. KOLB, M.S. Ed., is an associate professor of theology and Dean of the Chapel at Concordia Teachers College, Seward, Nebr. His writings include a parents' manual, *Christian Conversation About Sex*. Dr. Kolb and his wife, Bernice, have three children.

MARTHA L. LEBER is a teacher of

English and journalism and is also the school newspaper advisor at Belleville Township High School East. She lives in Belleville.

DAVID G. LEWIS, VTI, B.S. '66, is Illinois area service manager for the Statewide Rural Electric Cooperative Corporation, Louisville, Ky. He and his wife, Florence, have three children and make their home in Decatur.

WILLIAM E. MALINA, M.S. Ed., is assistant superintendent of the Lebanon grade school district. He received an A.B. degree from McKendree College in 1958. His wife, Susan, is a kindergarten teacher in the Highland community unit school district. They make their home in New Baden.

Mr. and Mrs. MICHAEL T. McNEILL (CAROL ANN HEDEMANN) make their home in Auburn, N.Y. Mr. McNeill is a field representative for Prentice-Hall Publishers, Inc., and his wife is a substitute teacher in the Auburn school system. They have two children, Michael and Stacy.

Mr. and Mrs. Edward Middleton (CAROLYN SUE CUNNINGHAM) now make their home in Wood River. She is a former teacher for the Alton school district. They have a six-month-old daughter, Debra Sue.

FRANCES CAROL MOORE, M.A. '65, is a half-time instructor and graduate student in history at Ball State University, Muncie, Ind.

Mr. and Mrs. Jerry D. Myers (JOAN E. HENLEY) make their home in Chicago Heights. Mr. Myers is a construction engineer for United States Steel.

They have one son, Alan, born October 23.

MASON A. NEWELL, M.S. '64, is an agronomist with the P.A.G. Division, W. R. Grace and Co., Aurora. He and his wife (MARILYN RICHARDS, ex '58) live in Aurora.

Mr. and Mrs. Joseph M. Saputo (URSA LYNNE FRANCISCO) make their home in Northlake. Mrs. Saputo is a stewardess for American Airlines. Her husband is an industrial salesman in Chicago.

1964 Mr. and Mrs. THOMAS E. AMYETTE (JANET P. LARSON, '63, M.S. '64) make their home in Normal. Mr. Amyette is a child welfare case worker for the Illinois Department of Children and Family Services. They have a son, William Alan, two.

Following a two-year assignment with the Peace Corps in Liberia, CHARLES HARTWIG is a graduate fellow at the University of Kentucky's Patterson School of Diplomacy. He was married on December 29 to the former Mary Elizabeth Steen of Clinton, Minn., who is an R.N. with a master's degree from the University of Washington. Mrs. Hartwig now is working in an intensive care unit of the University of Kentucky Medical Center Hospital.

First Lt. BYRON E. HILL has been awarded the Silver Star Medal for heroic action during operations in Vietnam. Lt. Hill was serving as an artillery forward observer assigned to a U.S. Marine Corps battalion when the action that brought him the Silver Star occurred last May. Before entering the service, he was assistant supervisor of the Carbondale campus University Center. His wife, Janet, lives in Sparta.

Mr. and Mrs. WAYNE JONES (PAULA BROWNING) make their home in Gordon Grove, Calif. Mr. Jones is chief plant accountant for the Monsanto Company's Long Beach plant. They have a son, Bradley Wayne, one.

1966 Second Lt. LAWRENCE B. MANN, U.S. Air Force, is on duty at Da Nang Air Base, Vietnam, where he is a transportation officer with the Pacific Air Forces.

Sp. 4 JAMES F. MAYO, VTI, is in Vietnam, where he has served in a hospital unit since last May. His home is in Clifton.

1967 JAMES W. COURTNEY is a staff accountant for Bartelt Engineering Company, Rockford. He and his wife, Sally, have a son, William Walter, almost a

year old.

TERRY C. BOSCHERT, KENNETH A. BUCKLES, and MICHAEL C. FARMER have been commissioned second lieutenants in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. Lt. Boschert was assigned to the University of Arizona for special mathematics studies, Lt. Buckles to Elgin AFB, Fla., for duty as a weapons director, and Lt. Farmer to Holloman AFB, N.M., for duty as a mechanical engineer in development of missiles, aircraft, and other aerospace systems.

Airman DEAN E. FRANCOIS has completed basic training at Lackland AFB, Tex. He is now assigned as an administrative specialist with the Air Force Communications Service at Nellis AFB, Nev.

GARY L. FRAZIER, VTI, is working on an Apache Indian reservation in Arizona as a VISTA volunteer.

ARTHUR G. PETERSON and his wife, Sandi, now make their home in Wauconda. He is employed as a proposal writer for Chicago Aerial Industries, which produces aerial reconnaissance equipment and optical sighting systems.

JAMES P. RADEMACHER is an agricultural management specialist with the Farmers Home Administration, U.S. Department of Agriculture, at Ft. Myers, Fla.

WALTER A. GOODPASTER has received a scholarship-stipend from the Indiana Department of Mental Health to study for a Master of Social Work degree. He is attending the Indiana University Graduate School of Social Work in Indianapolis. His wife (PATRICIA GOODPASTER, '65) is a teacher at St. Vincent's School of Nursing, Indianapolis.

Marriages

Karen Ann Schindler, Fairview Heights, to CHARLES E. FRANKE '67, Collinsville, December 16 in St. Albert the Great Catholic Church, Fairview Heights.

Judith Ann Lambrich, Alton, to RICHARD MORGAN SUTTON '66, Arlington, Va., November 18 in Alton.

MARY WEBSTER BALLANCE '67, Carbondale, to FREDERICK LEE WHITLOCK '66, Mattoon, December 24 in Carbondale.

Births

To Mr. and Mrs. DONALD CHRIST '66, Murphysboro, a son born November 11.

To Mr. and Mrs. MICHAEL C. HOOVER '65 (NANCY PENNEBAKER '65), Carbondale, a daughter born January 22.

To Mr. and Mrs. ROBERT JACOB '66, Streator, a daughter born December 6.

To Mr. and Mrs. RICHARD VICENZI '63 (EVELYN MAE DENNY '66), Carbondale, a son born December 5.

To Mr. and Mrs. ROBERT BENCK '65, (MARGARET ANN DARK '66), Pekin, a son, David Mitchell, born November 13.

To Mr. and Mrs. JAMES BUCKLER '65, (MARILYN KAY BUSCH '64), Cincinnati, a son, James Scott, born September 12.

Deaths

1940 MRS. ISABELL ANDERSON MCNEILL, ex, Carbondale, died September 25 after a prolonged illness. She was a former board member of the Jackson County SIU Alumni Club. Survivors include her husband, C. E. MCNEILL '42, and son, David, both of Carbondale, and a sister, Mrs. Dorris Olson, Alton.

1944 MRS. LUCILLE HALE ETHERTON, ex, an SIU staff member for 26 years until her retirement early last year, was found dead at her Carbondale home January 19. She was 67. She had worked at various jobs on campus, most recently in the Bursar's Office. Survivors include a daughter, brother, sister, and two grandchildren. Her husband, Jay, preceded her in death.

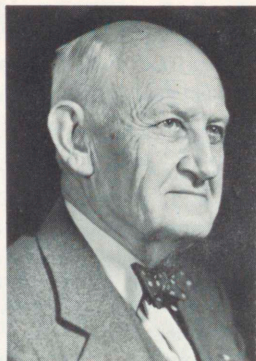
1947 LEWIS VANCE MOYERS was killed January 12 when the plane he was piloting crashed after striking a radio transmission tower near Murray, Ky. Mr. Moyers was the operator of Ohio Valley Aviation in Paducah. He is survived by his wife, SALLY GIBSON MOYERS ex '47, and their two children, Greg and Mitzi.

1963 Sp. 4 DON H. CHRISTIAN, M.S. '66, was killed October 16 in a highway accident in Germany. Mr. Christian was employed by the auditor's office at SIU before he joined the Army in 1966. Survivors include his wife, the former FRANCIS MARIE KOPACZ, '64.

1965 First Lt. JERRY A. BENSON was killed November 7 when his F4C Air Force trainer crashed near Douglas, Ariz. Surviving are his parents, Mr. and Mrs. Leonard A. Benson, Geneva, and a sister, Cheryl, Tucson, Ariz.



LAWSON



LENTZ

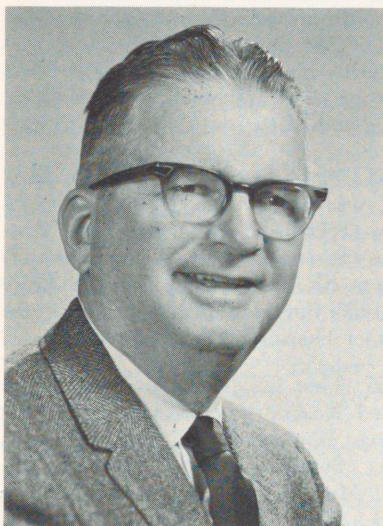


CASSIDY

Great Teacher '68



WINN



COLEMAN

Annually since 1960, members of the Southern Illinois University Alumni Association have chosen the Great Teacher of the year—a signal honor which carries with it a \$1,000 cash prize.

Again this year, a living member of the SIU faculty—either active or retired—will be honored for outstanding classroom teaching. This is your invitation, as a member of the SIU Alumni Association, to join in selection of the Great Teacher for 1968.

Great Teacher material and ballots have been mailed directly to all Association members in the past. With rising costs of postage and continuous growth in Association membership, however, this has become an increasingly more expensive undertaking.

As the Great Teacher Award program is supported solely by contributions of alumni, it must be self-sustaining if it is to be continued. Association officers and board members have felt obligated to keep costs of the program at a bare minimum.

It is for this reason that Great Teacher material is included in this issue of *Alumnus*, complete with return envelope ballots. (Since only Association members are eligible to vote, the relatively small number of copies going to non-members do not contain the specially inserted ballots.)

There will be no other Great Teacher mailing this year.

To vote, simply remove the special return envelope ballot from the magazine (those copies mailed to husband and wife holding family membership contain two), list your choices for 1968 Great Teacher in the space indicated, enclose your contribution if you so desire, seal, and mail. Deadline for receipt of ballots is May 15.

In completing your ballot, please list three Great

Dr. Kenneth A. Van Lente,
professor of chemistry,
who received the 1967 Great
Teacher Award.



Teacher choices in order of preference. Include a brief statement supporting each choice. Keep in mind that the Great Teacher Award is bestowed in tribute to exceptional classroom teaching ability. Talents other than actual classroom performance—such as research or administrative accomplishment—should not be considered.

Campaigning on behalf of any candidate is strictly forbidden by Association rules. Such practice, with or without the teacher's knowledge, will disqualify a candidate for the Award. *Your* personal choice is desired.

Great Teachers chosen in the past, ineligible to receive the Award again, are pictured elsewhere on these two pages. They are the late Douglas E. Lawson, professor of education, chosen in 1960; the late E. G. Lentz, SIU's only University Professor, 1961; Thomas E. Cassidy, assistant professor of English, 1962; Mrs. Georgia Winn, professor of English, 1963; the late Robert D. Faner, for many years a member of the English department faculty and department chairman at the time of his death last December 14, 1964; Claude Coleman, professor of English and former director of the Plan A Honors Program, 1965; James W. Neckers, for thirty-six years chairman of the chemistry department, 1966, and Kenneth A. Van Lente, professor of chemistry and a member of the SIU faculty since 1931, chosen last year.

The great number of alumni who cast ballots every year is evidence of the success of the Great Teacher program. As mentioned earlier, the Award is financed—as it should be—by contributions from alumni. If you wish to contribute, please enclose your check payable to the SIU Alumni Association in your ballot envelope. Please vote even if you do not contribute. But your gift, large or small, will help continue the Great Teacher Award.

Following the tradition of previous years, the 1968 Great Teacher Award will be bestowed upon the ninth recipient at the annual Alumni Day Banquet Saturday evening, June 15.



NECKERS



FANER

It's Happening on Campus

Carbondale Campus

MARCH

- 7 University Convocations: SIU Choir, 10 A.M. and 1 P.M., Shryock Auditorium.
- 28 University Convocations: Richard Armour, 10 A.M. and 1 P.M., Shryock Auditorium.

APRIL

- 3 Community Concert: Beaux Arts Trio, 8 P.M., Shryock Auditorium.
- 4 University Convocations: Paul Winter Jazz Ensemble, 10 A.M. and 1 P.M., Shryock Auditorium.
- 5 SIU Orchestra Evening Concert, Shryock Auditorium.
- 6 Celebrity Series: American Folk Ballet, 3:30 and 8 P.M., Shryock Auditorium.
- 10-14 University Players: "Little Foxes," 8 P.M., Communications Building Theater.
- 11 University Convocations: SIU Interpreters' Theater, 10 A.M. and 1 P.M., Shryock Auditorium.
- 18 University Convocations: Miguel Rubio, 10 A.M. and 1 P.M., Shryock Auditorium.
- 25 University Convocations: Agnes Moorehead, 10 A.M. and 1 P.M., Shryock Auditorium.

- 26-27 Interpreters' Theater Spring Production, 8 P.M., Communications Building Calipre Stage.
- 27 Celebrity Series: Serendipity Singers, 7 and 9:30 P.M., Shryock Auditorium.

Edwardsville Campus

MARCH

- 6 Winter Choral Concert, 8:15 P.M., Communications Building.
- 15 Artist-Lecturers Series: Alexander Gabriel and Craig Spence, 3:30 P.M., Communications Building.

APRIL

- 3 Artist-Lecturers Series: Saul Bellow, 3 P.M., Communications Building.
- 5 Guest Artist Series: Center for New Music, 8:15 P.M., Communications Building.
- 19 Artist-Lecturers Series: Miguel Rubio, 8:15 P.M., Communications Building.
- 26 Faculty Recital: Ruth Slenczynska, 8:15 P.M., Communications Building.
- 27 Concert Chorale Concert, 8:15 P.M., Communications Building.
- 28 Edwardsville String Quartet, 3:30 P.M., Communications Building.